

INSPECTION REPORT

Cecil Gowing First School

Sprowston, Norwich

LEA area: Norfolk

Unique reference number: 120904

Acting Headteacher: Mrs R Burn

Reporting inspector: Mr M J Mayhew
22197

Dates of inspection: 13th – 17th March 2000

Inspection number: 188976

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
School address:	Falcon Road West Sprowston Norwich
Postcode:	NR7 8NT
Telephone number:	01603 429564
Fax number:	N/A
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs F Hardman
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M J Mayhew	<i>Registered inspector</i>	Under fives; Science; Information and communication technology; Religious education.	What sort of school is it? How high are standards (results)? How well are pupils taught?
Mrs C Haggerty	<i>Lay inspector</i>		How high are standards (attitudes, values and personal development)? How well does the school care for its pupils? Links with parents.
Mr M Ward	<i>Team inspector</i>	Special educational needs; Mathematics; Geography; History; Music.	How good are curricular and other opportunities?
Mr J Collins	<i>Team inspector</i>	Equal opportunities; English; Art; Design and technology; Physical education.	How well is the school led and managed?

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the suburb of Sprowston in Norwich. It is a first school which caters for pupils aged from four to eight years of age. There are 218 boys and girls on roll. The school was originally opened in 1969, and a further reception class was added in the 1970s. The school currently provides accommodation for seven classes. Pupils come from a broadly average socio-economic background, and most live in privately owned housing. There are 22 pupils on the school's register for pupils with special educational needs. Four pupils have been assigned Statements of Special Educational Need, with four pupils at Stage 3 of the special educational needs Code of Practice. Two pupils speak English as an additional language. Only 2.7 per cent of pupils are known to be eligible for free school meals, a proportion which is well below the national average of 20 per cent. Children's attainment on entry to the school at the age of four is judged to be in line with what might be expected nationally for children of this age, although most children have developed well socially by the time they start school.

HOW GOOD THE SCHOOL IS

Cecil Gowing First is a very effective school in which pupils achieve good standards in English, in numeracy, and in science. The quality of education provided is very good. This includes the quality of teaching, which has improved since the last inspection, mainly because of the importance attached to monitoring and improving the effectiveness of teachers in lessons. The school is very well led and managed. It has made good progress in dealing with the issues raised at the last inspection, and a good level of improvement is achieved. Pupils have very good attitudes to learning, and their personal development and behaviour are also very good. When all these factors are taken into account, as well as the average pupil unit costs, the school gives very good value for money.

WHAT THE SCHOOL DOES WELL

- Pupils make good progress and achieve good results in English, numeracy and science when they leave at the end of Year 3.
- The school is very well led and managed.
- The overall quality of teaching throughout the school is good, and there are many very good and some excellent lessons.
- Pupils' attitudes to school, and their behaviour, personal development and relationships, are all very good, and are particular strengths of the school.
- The way in which the governors' fulfil their statutory duties and in shaping the future of the school are excellent.
- There is very good provision for pupils with special educational needs.
- Procedures for child protection and promoting pupils' welfare are very good.
- The provision for pupils' spiritual, moral, social and cultural education is very good overall, and provision for pupils' cultural development is excellent.
- There is a good range of learning opportunities of good quality.
- The partnership with parents is of a high standard and it is very effective in supporting and promoting pupils' learning.

WHAT COULD BE IMPROVED

- There are no key aspects of the schools' provision for its pupils which require significant improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in July 1996, the school has made a good level of improvement. There has been considerable improvement in standards in English, which are consistently above the national average. Pupils achieve higher levels in reading, writing, and speaking and listening than they used to. Standards in science and numeracy remain generally high. Good provision is now given to support pupils' learning in information and communication technology, and their achievement is better. Pupils make better progress in the subject and achieve higher levels. Resources for the subject are far better, and pupils have good opportunities to practise and use their information and technology skills in other subjects.

The school has successfully dealt with the issues raised at the last inspection. Most documentation is up to date, and curriculum policies are regularly reviewed to reflect and guide current and future school practice. The quality of teaching has improved, with a higher proportion of teaching which is good or better. This is despite a change since the last inspection in over half of the teaching force. Indeed, the quality of teaching and learning is better monitored and evaluated, and effective teaching strategies are shared well amongst the teaching staff. The level of support given by learning support assistants in the classrooms has been increased, and is having a very positive impact on pupils' learning. Pupils' progress in design and technology and in art is better.

STANDARDS

The table shows the standards achieved by seven year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	B	A	C
Writing	A	B	B	C
Mathematics	A	B	A	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The schools' test results in reading and writing at Key Stage 1 are on an upward trend, and test results in mathematics over the last three years have matched the reading and writing results. In science, the statutory assessment (teacher assessment) made in the years from 1996 to 1999 show that pupils consistently achieve above the national average.

Inspection findings confirm that current Year 2 pupils achieve above national expectations in reading and writing, and match national expectations in speaking and listening. At the end of Year 3, pupils also reach similarly high levels of achievement. In mathematics at Key Stage 1, a higher proportion of current Year 2 pupils is likely to achieve the nationally expected Level 2 and above, but the proportion of pupils reaching the higher Level 3 is likely to be slightly smaller than it was in 1999. This is because a greater emphasis is placed on teaching the number aspect of mathematics in response to the National Numeracy Strategy, at some expense to the teaching of the other aspects of the mathematics curriculum. Similarly high standards are achieved by pupils in number in Year 3. In science, inspection findings confirm that pupils achieve higher than expected levels in all aspects of science, both at Key Stage 1 and by the time pupils leave the school at the end of Year 3. In English, mathematics and science, the targets set for pupils' achievements, both at Key Stage 1 and at the end of Year 3, are realistic and appropriately challenging, and are based on reliable assessment data. The school is to be commended for the effective way that the National Literacy and Numeracy Strategies have been implemented, and for its own strategies to give extra support to groups of pupils to raise their levels of achievement in literacy and numeracy. Over their time in the school, pupils make good strides in their learning in English, numeracy and science.

In information and communication technology, pupils learn well and achieve above national expectations at Key Stage 1 and in Year 3. This improvement on the findings of the last inspection is due to the use of more up-to-date equipment, more opportunities for pupils to practise and refine skills across the curriculum, and improved teacher expertise. In religious education in both key stages, pupils make sound progress and meet the expectations of the locally Agreed Syllabus.

In design and technology and in art, pupils make better progress than was identified in the last inspection and achieve at a higher level than is normally expected for pupils of this age. They progress well in physical education. As at the last inspection, pupils progress very well in music and achieve good levels of knowledge and understanding. Their performance skills are very good. From the evidence available, pupils learn at a satisfactory rate in history and achieve normally expected levels of knowledge. Insufficient evidence is available to make a judgement on pupils' learning in geography. Pupils with special educational needs make good progress and achieve levels in line with the targets set in their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and their learning are consistently very good. They listen well to their teachers, settle to their work quickly, and are proud of what they do.
Behaviour, in and out of classrooms	Pupils behave very well, both in their lessons and when they are engaged in other activities around the school.
Personal development and relationships	Relationships are very good. Throughout the school, pupils work well with each other and with their teachers, whom they hold in high regard. They exercise a high level of independence and are self motivated to work hard.
Attendance	Good; the great majority of pupils arrive at school on time. Pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-8 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching in the school ranges from satisfactory to excellent, and has a major impact in effecting the overall good rate of learning that pupils make. The teaching of pupils under the age of five is good overall, with examples of very good and excellent teaching. In the rest of the school, 9 per cent of teaching is satisfactory, 47 per cent is good, and 44 per cent is very good or excellent. There is no unsatisfactory teaching. This represents an improvement on the last inspection, when there was a lower proportion of very good teaching. All teachers have very good relationships with their pupils and manage them very well. There are high expectations for pupils to take a full part in the learning opportunities they are given, and to achieve high standards. Introductions to lessons are well managed, and most teachers' use questioning effectively to involve and interest pupils in their work. The skills of literacy and numeracy are taught well. Reading, writing and music are taught very well throughout the school. Pupils' individual needs are generally met well, and pupils with special educational needs are given very good support. Good support in class is given to those pupils who speak English as an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is appropriately broad and relevant, and provides a good range of learning opportunities. Appropriate emphasis is given to developing pupils' literacy and numeracy skills, and there are good opportunities for pupils to practise these skills in other subjects. The school makes good use of the local and wider community to enhance the quality of the curriculum. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	These pupils are given very good support, and they make good progress towards meeting the targets set in their very clearly written individual education plans.
Provision for pupils with English as an additional language	Good support in classes is given to these pupils, who make good progress in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' social and moral development is very good, and the school gives excellent provision for their cultural development.
How well the school cares for its pupils	There are very good procedures for child protection and for ensuring pupils' well being. Behaviour and attendance are monitored very well. Good procedures are used consistently for assessing pupils' academic achievements and progress, but the results of these assessments are not always used effectively in the foundation subjects to identify specific steps in all pupils' future learning.
How well the school works in partnership with parents	The school has a very good partnership with parents, and this is very effective in promoting pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the acting headteacher, who has a clear view of what needs to be done to maintain the existing high standards, and to improve further. She is very well supported by her acting deputy headteacher and the rest of the teaching staff, who competently take on management responsibilities. Subject co-ordinators contribute very well to the effective management of the school.
How well the governors fulfil their responsibilities	The governing body is very well informed about the work of the school, through close involvement, and carries out its statutory duties excellently. Governors make important decisions which are based on sound and reliable information, often gathered at first hand. They take very seriously. their responsibilities for standards achieved in the school.
The school's evaluation of its performance	The monitoring of teaching and learning is firmly established and is effective. It is undertaken both by the headteacher and by other members of staff. The school management plan provides a very good basis for staff and governors to measure the school's effectiveness. Appropriate targets are set, the means to achieve them are clearly planned, and the extent of success is measured against expenditure.
The adequacy of staffing accommodation and learning resources	There are sufficient and appropriately qualified teachers to meet the demands of the curriculum. The band of hardworking support staff and volunteers help the teachers very well. There is a good range of learning resources. Efficient use is made of the available accommodation.
The strategic use of resources	The resources available to the school are used very well. Sensible decisions are taken to ensure that the school provides best value from the finances available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are expected to work hard, with the result that they make good progress. • There is good quality teaching. • The school helps their children to become mature and responsible. • The school welcomes parents and works closely with them to support children's learning. • The school is well led and managed. • Their children like coming to school. 	<ul style="list-style-type: none"> • The amount of information given to them about their child's progress. • A wider range of extra-curricular activities.

The inspection confirms the positive views about the school expressed by parents. Inspectors feel that there is a satisfactory range of extra-curricular activities, which includes a number of supervised activities at lunchtimes. Good quality information is given to parents about the school and their children's progress, and the number of parent and teacher consultation evenings arranged throughout the year is currently under review.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The results of assessments of children in the reception class, which are made soon after they start school, show that there are wide variations in attainment. On entry to the school at the age of four, children attain the expected levels in the mathematical, creative, physical, and knowledge and understanding areas of learning, and above expectations in personal and social development. In the speaking and listening aspect of their language and literacy development they achieve below what might be expected for their age. They settle well in the reception classes, where the quality of teaching is good and the staff plan activities which are stimulating and effectively meet the needs of all children. By the time the children are five, their attainment meets the expectations of the desirable outcomes for five year olds in all areas of learning. They make good progress in the language and literature area of learning.

2. In the national tasks and tests in 1999 at the end of Key Stage 1, pupils' performance was well above the national average in reading and mathematics, and was above the average in writing. In reading and mathematics, the proportion of pupils reaching the expected Level 2 and above was close to the national average. The proportion reaching the higher than expected Level 3 in both subjects was well above the average. In writing, the proportion reaching the expected Level 2 and above was above the national average, as was the proportion reaching Level 3. In all three subjects, the school's performance matched that of schools with pupils from similar backgrounds. In speaking and listening, assessed by teacher assessment, pupils at Key Stage 1 reached above average levels at both the expected Level 2 and at Level 3. In science, the statutory assessments made in 1999 (teacher assessment) showed that pupils achieved well above the national average.

3. Over the past four years from 1996 to 1999, attainment in reading, writing, mathematics and science was consistently above the national averages and collectively shows a slight upward trend in line with national trends. However, 1997 was a particularly high scoring year for the school, and there was a dip in results in 1998.

4. Inspection findings confirm that current Year 2 pupils are likely to achieve above national expectations at the end of Key Stage 1 in reading, writing and science, in line with previous results, and that a proportion similar to that in previous years will reach Level 3. In mathematics, inspection evidence suggests that the proportion of current Year 2 pupils achieving the national expectation and above at Key Stage 1 is likely to be higher than last year, but the proportion reaching Level 3 is likely to be below that of previous years. This is because a greater emphasis is placed on teaching the number aspect of mathematics in response to the National Numeracy Strategy, at some expense to the teaching of other aspects of mathematics. Nevertheless, by the time they leave the school at the end of Year 3, most pupils have made good progress in mathematics and have acquired good basic number skills. They have a satisfactory understanding of two- and three-dimensional shapes, and add and subtract fractions competently.

5. At Key Stage 1, and at the end of Year 3, pupils make good progress in their ability to speak confidently and listen carefully to each other and to their teachers. Pupils are rightly given increasing opportunities to speak to a wider audience, because the school recognises that pupils enter the school with insufficient speaking skills. A good strategy to improve pupils' skills in speaking and listening was seen in a Year 3 English lesson, when the pupils conducted a debate under the chairmanship of their teacher.
6. Standards in reading are above national expectations at the end of Key Stage 1 and in Year 3 because the school attaches such importance to developing pupils' reading skills throughout their time at the school. All pupils are heard reading three times per week in school as a matter of course, and parents are very successfully encouraged to play an active part in their children's reading development. The National Literacy Strategy is used well in all lessons to focus on reading, and support assistants and volunteers play a vital part in helping pupils to become proficient readers. Most pupils enjoy their reading and work hard to improve their skills. By the time they leave the school at the end of Year 3, most are fluent readers, express sensible opinions about books they have read, and competently decipher unfamiliar words, using a range of strategies. They make good progress in reading.
7. Pupils make good progress in their writing and use an increasing range of correctly spelt words to express their ideas on paper. By the time they are eight, most pupils use correct punctuation to write in carefully constructed sentences, which often express imaginative ideas. They use and develop their writing skills well in other subjects, such as science and information and communication technology. Their handwriting is of a good standard.
8. In science at the end of Key Stage 1 and in Year 3, most pupils have a good understanding and knowledge of basic science concepts and facts. They are particularly skilled in carrying out scientific investigations, which they write about and record perceptively in ordered writing.
9. Pupils make good progress in information and communication technology and reach above national expectations by the time they leave the school at the end of Year 3. They are presented with a curriculum which appropriately balances the teaching of skills with opportunities to practise those skills. For example, they are taught from an early age how to control functions on the screen with a mouse. They then use this skill to explore, on a computer, colour and shape in art lessons.
10. Pupils make very good progress in music in both key stages and reach high levels of achievement. In design and technology and art, pupils make good progress and achieve above what is expected for their age at Key Stage 1 and at the end of Year 3. Pupils in Key Stage 1 make good progress in the gymnastics element of physical education. There is insufficient evidence to allow a judgement to be made about pupils' progress in geography throughout the school, or in physical education in Year 3. They make satisfactory progress in history and achieve levels of knowledge and understanding expected for pupils at Key Stage 1 and at the end of Year 3. In religious education in both key stages, pupils make sound progress and meet the expectations of the locally Agreed Syllabus.
11. Throughout the school, pupils with special educational needs make good progress towards meeting the targets set in their individual education plans. Those few pupils who speak English as an additional language make similar progress to their peers in all subjects.

Pupils' attitudes, values and personal development

12. Pupils' attitudes, behaviour, personal development and relationships are all very good. Pupils join in classroom activities with enthusiasm because tasks are interesting and usually well matched to their abilities. Pupils are well on the way to becoming independent learners and are fully involved in the school routines. Boys and girls play well together during breaks and older pupils are caring of the younger pupils. Parents who attended the parents' meeting and those who responded to the questionnaire report that their children are eager to come to school.

13. All pupils, including those with special educational needs and those who speak English as an additional language, have very good and sometimes excellent attitudes towards learning. Pupils learn well because of the good, and often very good or excellent, teaching. For example, pupils were very keen to explain their ideas and designs for a classroom display of 'Life in a Tree' during a design and technology lesson. They stay on task during group activities even when not under direct supervision. Pupils concentrate well for increasing lengths of time as they move through the school. This has a positive effect on their attainment and progress. Older pupils are confident and keen to ask and answer questions, although teachers know pupils well and sometimes direct questions to the more reticent pupils. Teachers always acknowledge and encourage pupils' responses. This has a positive effect on their learning and on their self-esteem. Pupils respond well to the encouragement of teachers and support staff, who use praise consistently to raise and recognise pupils' efforts and achievement.

14. Pupils' behaviour is very good overall. It is sometimes excellent but never less than satisfactory. Pupils are fully involved when working in group activities. For example, they worked sensibly in pairs and behaved very well during a science lesson when they investigated lighter and darker shadows. Staff have very high expectations of behaviour and pupils respond to these. Pupils show self-discipline when moving around the school. They quietly move to assemblies, queue sensibly whilst waiting for their lunches, and clear up calmly at the end of lessons.

15. Pupils respect the grounds, the buildings and the furniture, which show no sign of graffiti or vandalism. Pupils with special educational needs and those who speak English as an additional language are fully integrated in the life of the school and mix well with all pupils. The school operates as an orderly community. No child has ever been excluded from the school. Parents at the pre-inspection meeting report that pupils' behaviour is 'unbelievably' good and that the school is a happy environment. The inspection confirms their views. There are no recorded incidents of inappropriate behaviour.

16. Overall, pupils' personal development and relationships within the school are very good. Relationships between pupils and between adults and pupils are excellent. Pupils hold doors open without prompting and move to one side to allow adults to pass through. They are very welcoming to visitors. Pupils help and support each other during lessons. For example, during an art lesson, pupils who had completed their gluing work helped others and worked to the desired design. Pupils' development in becoming independent learners begins in the reception class, where they are expected to put their books away after use and to collect their home/school bags independently at the end of the school day. They plan their free choice activities for the each afternoon, marking their planner when an activity has been completed. Pupils in all classes are involved in the daily routines of the school, and their

responsibilities increase as they move through the school. Monitors in Years 1 and 2 are responsible for keeping areas tidy and help to collect and give out work and resources. Year 3 pupils check the percussion instruments and put them away carefully at the end of the week. Pupils in all classes take registers to the office each day. In Year 3 there is a weekly debate which is chaired by the class teacher, but the discussion is led by the pupils, who decide on the topic for the debate.

17. This has a very positive effect on pupils' personal development, including their confidence. Pupils of all ages mix well at lunchtime. They take part in a number of activities with skipping ropes, 'bouncy' balls and footballs. During 'circle time' and in English lessons pupils listen to each others' points of view, take turns to speak, and respect the views of others even if they differ from their own.

18. The level of attendance is above the national average. This has a positive effect on pupils' attainment and progress. The school has maintained the good attendance level identified in the last report. The level of unauthorised absence is well below the national average and there is no truancy. Any absence is generally due to medical reasons, although occasionally it is due to the taking of family holidays during term time. Pupils are usually punctual to school. Registration is taken quickly and efficiently, and lessons begin on time. As parents note, and inspectors agree, pupils enjoy coming to school.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching, including the teaching of the under fives, is good overall, and there is a high proportion of very good or excellent teaching across the school. Nine per cent of teaching is satisfactory, 47 per cent good, 30 per cent very good, and 14 per cent excellent. There is no unsatisfactory teaching. This represents an improvement on the last inspection, when there was a lower proportion of teaching deemed to be very good or excellent. Indeed, 32 per cent of teaching in the last inspection was judged to be satisfactory. The fact that pupils make at least good progress over their time in the school is in no small part due to the consistently high quality of teaching which the school provides.

20. Of particular note is the quality of teaching in English, including the literacy hour, where five out of eight lessons seen were judged to be very good or excellent, and the others were good. This shows that all teachers have at least good knowledge of the subject and they provide their pupils with stimulating lessons which promote well the pupils' learning.

21. All teachers have high expectations of pupils to behave well, to listen carefully, and to do their best. This quality of the teaching is recognised and admired by most parents, who substantially agree that the school provides good quality teaching and that their children are encouraged to try hard. A particular strength of the teaching is how well teachers manage their pupils at all times. This is exemplified by the way that lessons invariably begin on time, by the fact that pupils get out resources and clear them away calmly and efficiently as a matter of course, and by the very good relations between teachers and pupils. All teachers expect, and get, a high level of interest and a good pace of working from their pupils. A glance or a short reminder is all that is necessary in any class for the teacher to have total concentration from all pupils, which in itself promotes their learning.

22. The teaching staff have a range of specialisms and experience, in a balance which is helpful to improving the quality of education for the pupils. Good use is made of the expertise of individual teachers. For example, one teacher is particularly proficient in music. She teaches music to other classes as well as to her own, whilst her own pupils are given physical education lessons or science lessons by another specialist teacher on the staff. This is an efficient use of available staff.

23. Nearly all lessons in numeracy are good. Teachers have a good grasp of the requirements of the Numeracy Strategy, and of the subject.

24. There is no doubt that the improved quality of teaching is because of the greater importance given to monitoring lessons and to sharing good and effective practice amongst the teachers, who are all determined to give the best guidance they can to their pupils. Monitoring of lessons is undertaken by both the acting headteacher and the acting deputy headteacher, who are both skilled and experienced teachers themselves. Indeed, part of the acting deputy headteacher's role is to mentor student teachers, newly qualified teachers, and teachers new to the school, a role for which she has had appropriate training. It is to the credit of the monitoring and mentoring process that the four teachers relatively new to the school have settled so well with their colleagues, and have so effectively maintained and improved the high standards achieved.

25. Teachers generally plan their lessons well and ensure that pupils are challenged with tasks that will take their learning forward, particularly in mathematics and English. They make clear in their plans exactly what it is that they want the pupils to learn, and then employ a range of effective techniques which stimulate the pupils and allow their learning to move forward at an appropriate pace. Most lessons begin with a short but lively question and answer session which both reminds pupils about previous learning and helps them to consolidate their understanding. For example, at the beginning of a very good Years 1 and 2 science lesson about making a 'snowstorm', the teacher reminded pupils about work they had previously done on dissolving and non-dissolving materials. This led pupils to think carefully about which materials they could use to make their snowstorm, from a selection of paper, salt, coconut flakes, sugar and flour. In the best lessons, teachers always use the last part of the lesson to evaluate with pupils what they have learned in the lesson. For example, in an excellent Year 1 design and technology lesson the teacher ensured that most pupils had time to show their finished models, and to explain how they were made and the difficulties they had to overcome. This gave pupils the encouragement they needed to continue in a later lesson, and to consolidate the skills they had learned in the lesson.

26. Teachers make very good use of the support staff and volunteers available to them. Members of this hard working band are invariably seen working effectively with small groups of pupils or individuals in accordance with the plans prepared by the teachers. Support staff carry out their work calmly and without any fuss. The pupils have as much respect for them as they have for their teachers.

27. All teachers set homework regularly, from regular reading practice to researching information to help pupils with their work in school. Teachers have good relationships with parents, whom teachers successfully encourage to take an active part in their children's learning at home.

28. In most lesson planning for the literacy and numeracy hours the teachers identify opportunities to assess pupils' learning and rate of progress. This is not so evident in some other subjects, so that occasionally lessons in these subjects include work which is of the same level of difficulty for all pupils in the class, with the exception of those pupils with special educational needs. For example, those pupils who are not on the school's register for special educational needs are asked to do work that is either too easy or too hard for them, for example in history.

29. Teachers cater well for pupils who have special educational needs. From their use of the good individual education plans, teachers plan lessons and activities which are appropriate to the needs of these pupils, and often use classroom support assistants to work with them on an individual or small group basis.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

30. The school provides a broad and balanced curriculum for all its pupils. A similar judgement was made in the previous report. The school still caters well for pupils with special educational needs and the very small number of pupils with English as an additional language. Whilst the planning of the curriculum in English, mathematics and science is carefully undertaken to meet the needs of all pupils, planning for their needs is not always apparent in some other subjects of the curriculum, for example history.

31. The school has successfully introduced the National Strategies for Literacy and Numeracy. Teachers have undertaken a programme of training, the school has bought good quality resources, and the teaching of literacy and numeracy is planned effectively throughout the school. All teachers make good use of literacy and numeracy lessons to raise pupils' attainment.

32. The teaching of all subjects is supported by sound schemes of work. These are to be developed in line with the expected new curriculum guidelines, and the school has already begun this task. The proportion of time allocated to foundation subjects is comparatively small, and this has a limiting effect on the rate of pupils' learning in some foundation subjects, for example history and geography.

33. The school meets its statutory requirements to teach all subjects. The time allocated to assemblies is justified by the positive impact they have on the attitudes of the majority of the pupils towards the school, on their behaviour and personal development, and on consolidating their knowledge gained in lessons, for example in religious education. The school meets its requirements for teaching religious education in accordance with the guidelines set out in the locally Agreed Syllabus.

34. All pupils have equality of access and opportunity to the curriculum. The school timetable is structured so that the core subjects of English, mathematics and science are taught at different times of the day. This has a positive effect on the efficient use of support staff. For example, those pupils with special educational needs and those with English as an additional language receive the full entitlement to the curriculum.

35. Although teachers appear to use a variety of medium- and short-term planning structures, planning is often good, particularly where it includes opportunities for assessment of pupils' learning and achievement. The long-term planning for each foundation subject often identifies skills and knowledge development related to other subjects. For example, planning for information and communication technology identifies how skills in science, English and art can be practised, but there is no reciprocal planning which establishes where the same skills found in several subjects are learned and practised. In the light of the limited time available to teach some subjects, such as geography and history, the school needs to take an overview of skills and knowledge taught which are common to several subjects, and plan its overall curriculum more precisely in these subjects. Nevertheless, there are good examples of where the school is successfully teaching skills in one subject and giving pupils opportunities to learn about other subjects. This is very apparent in the Years 2 and 3 history project on Ancient Egypt, where the pupils use design and technology skills in the making of Cartouches. Also, pupils in Year 1 use their knowledge of symmetry to produce two- and three-dimensional pictures in art and design and technology.

36. All pupils on the register of special educational needs receive very good support, from class teachers and the learning support assistants, to develop their literacy and numeracy skills. A minimal amount of curriculum time is lost when these pupils are withdrawn from their classes for individual or small group attention. The provision for pupils with special educational needs is very well organised, beneficial, and satisfactorily resourced.

37. Provision for extra-curricular activities is satisfactory. It includes a range of music clubs. All pupils sing, sometimes for special events, such as in Norwich Cathedral at Christmas. There is good organisation of playground games for interested pupils at lunchtimes. Visits are made into the local community, to local museums, and to the seaside resort of Cromer, all of which successfully support and enhance the curriculum. The school, including the parents, has developed very special links with a township near Harare, Zimbabwe. There are very well established links with the local community. Parents and other members of the community, such as from the local churches, give generously of their time in supporting school in a variety of activities. Currently, parents and governors are involved in the production of a pantomime.

38. The school is developing a programme for personal and social education through 'circle time' in some classes and assemblies. As a result of a carefully considered decision by the governing body, sex education is not taught.

39. The relationship between the school and the middle school on the same campus is good. Headteachers and staff liaise regularly on a variety of issues. Test results and examples of pupils' work are transferred to the middle school, and pupils from both schools visit each other. At the age of eight, those pupils who transfer to the adjacent middle school do so smoothly.

40. Provision for pupils' spiritual, moral, social and cultural development is very good overall. The school has maintained those high values already found in the previous inspection.

41. The younger pupils spontaneously say that they 'love' their teachers. This in itself reflects the feelings of respect, trust and friendship which permeate the school. The spirituality is no accident; it comes from reflective class assemblies, carefully planned whole school assemblies, good role models, and teaching styles that promote imagination and a sense of wonder. For example, pupils expressed delight and wonder when listening to medieval instruments in a music lesson. The teachers and other staff constantly reinforce ideals of respect and friendship in a gentle caring way. No teacher was heard to raise his or her voice throughout the inspection. Such teaching, where respect for the pupils is almost tangible, not only brings pupils to know right from wrong but also builds within them a similar respect for their peers. As a result, pupils listen intently to others when they share experiences.

42. Assemblies, such as one which called for reflection on broken promises, challenge young pupils to consider their actions carefully and to value the virtue of trust. In this particular assembly related to the story of Noah, pupils fully understood the feelings of those who have to suffer from broken promises. Collective worship such as this is plainly spiritual and fully compliant with the requirement to conduct a daily act of collective worship

43. Staff purposely link moral education to the spirituality found in the school. There is little specific moral teaching to be found in the school. Rather, it is built on the very fine role model provided by the teachers themselves. When pupils in discussion make mistakes, other pupils make no form of ridicule and the individual is encouraged by gentle correction. Teachers make paramount the building of pupils' self esteem and self-identity. When there is misbehaviour, reproof is immediate and effective but still reflects the goodness of intention. This approach causes the offenders to reflect on their own actions.

44. Spiritual and moral awareness has a great impact on the social provision and reflect the underlying feeling of care for others, found in the pupils' social attitudes. Staff develop the pupils' skills very successfully, encouraging them to work co-operatively, for example on science investigations or in team games. Pupils are encouraged to work independently of the teacher, and this fosters their sense of responsibility and respect for each other.

45. Provision for pupils' cultural development is excellent. The living cultural experience of the whole school, of staff and pupils alike, is the involvement in the bore hole project in Zimbabwe. The variety of provision and involvement by the pupils is quite staggering. Visitors galore! The police, an African dance troupe, the Tiebreak theatre, and a shoe retailer are just some who have come to share their experiences with the school.

46. Religious festivals of Christian and other religions are taught. Pupils' cultural achievements within their own communities are recognised and celebrated. At Christmas the school choir sang in the cathedral, and then repeated the performance at a local church. There are visits to local places of cultural interest, such as Thrigby Hall, and pupils have good opportunities in lessons to read books giving information about life in other countries, for example African legends about the Creation.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school has retained the very high standards of care reported in the last inspection. Indeed, this is a very caring school where open and trusting relationships help teachers to build up a clear view of their pupils and to be sensitive to their needs. Procedures for ensuring pupils' welfare, health and safety are very good. Very good procedures are in place to attend to pupils' medical conditions, and all first aid incidents are dealt with appropriately. There are four trained first aiders on site, and several members of staff have received training on using an epi-pen in case of an emergency. Pupils are well supervised at all times by a very committed and caring staff. The school liaises regularly with outside agencies to ensure that appropriate support is available to pupils, for example specialist teachers for pupils with special educational needs. Parents report that staff are very helpful and supportive when there are concerns about a child.

48. The acting headteacher is the named person for child protection. There are good procedures in place and all staff have received in-house guidance on child protection matters. However, the acting headteacher has not yet received the training appropriate to her responsibility. The hard working caretaker regularly makes risk assessments of the school premises and carries out all minor repairs. Legal requirements are met with regard to fire regulations and electrical testing.

49. The school's procedures for monitoring and promoting attendance are very good. Strict records are kept, and any prolonged absences are followed up. Parents are appropriately encouraged not to take their children out of school on family holidays during term time. The school has recently initiated procedures to contact parents on the first day of a child's absence if there is no apparent reason. Registers are well kept and conform to legal requirements. There is a very small amount of lateness, which is always recorded, in the late book and registers. Pupils are recorded when going off site during the school day for specific purposes. Parents report that their children enjoy coming to school and are keen to attend.

50. Procedures for monitoring and promoting good behaviour are very good. The school has very high expectations of pupil to behave, and staff act as good role models. The school provides a high level of adult support with reception class children to demonstrate the behaviour that is expected, and this approach lays the foundation on which pupils build very good behaviour habits, both in classroom and around the school. The acting headteacher, to celebrate their success, gives stickers to pupils who have produced good work or behaved exceptionally well. This is very effective and pupils wear their stickers with great pride. There are few rules in the school because pupils are already well aware of what is and is not acceptable behaviour. Procedures for monitoring and eliminating oppressive behaviour are very good. Lunchtimes are very well supervised and the midday assistants have very good strategies for promoting good behaviour. They report appropriately to the headteacher if there are any concerns.

51. The quality of procedures for monitoring and assessing pupils' academic performance and achievements are good and reflect the findings of the previous inspection. The school uses a range of national and commercial tests, and assessments by teachers, to identify higher and lower achievement in English, mathematics, and science. Additionally, there are literacy and numeracy extension assessment tasks that fully challenge the higher achieving pupils. For example, these were used in a numeracy 'booster' class taken by the mathematics co-ordinator, where pupils undertook tasks that fully stretched their knowledge of the 'four

rules' of number. The school uses the information gained from tests to predict pupils' National Curriculum levels of attainment, and to make decisions about where it will target extra support to raise attainment in literacy and in numeracy. However, the school recognises that this system needs to be further developed and refined, both to track the performance of pupils and to set targets, so that pupils can be more involved in their own learning.

52. There are useful collections of individual pupils' finished work across a number of subjects which show pupils' rate of progress, but these are not analysed with regard to pupils' levels of attainment. Fully effective assessment procedures are in place for literacy, numeracy and science only, but results of assessments in other subjects are not effectively used to help teachers with their planning of future lessons, except with regard to pupils with special educational needs. Consequently, sometimes the work set for pupils in the other subjects of the curriculum does not match their prior levels of attainment. For example, in a lesson in a Years 2 and 3 class all pupils pursued the same activity, with the exception of those pupils with special educational needs who were withdrawn for associated work of a more appropriate level of difficulty. Once the current review of schemes of work is completed, the school needs to establish how work in foundation subject lessons is to be better matched to pupils of differing levels of prior attainment.

53. Procedures for monitoring pupil's personal development are very good. Staff know pupils well and use this knowledge to provide effective support on a day-to-day basis. They use a range of strategies to monitor pupils' personal development, including measures to identify that pupils are becoming independent learners. Staff take time to listen to pupils and talk through with them any concerns they may have. Teachers share information daily with learning support assistants to ensure effective support and monitoring of pupils' personal development. For example, reticent pupils are asked to take messages around the school when appropriate, and the accuracy of the message is checked at break times. In one class, a team leader is appointed for the week from amongst the pupils in the special educational needs group, and this strategy is proving to be very effective in raising pupils' levels of independence and self esteem.

54. Pupils with special educational needs are identified at the earliest opportunity, invariably following either good quality screening in the reception class or when pupils enter the school for the first time in other classes. Procedures for these pupils follow the special educational needs Code of Practice. There is appropriate, high quality support for special educational needs pupils, both from the skilled learning support assistants and from visiting teachers. The personal development of these pupils is monitored from the progress they make towards the targets on their individual education plans, and from the information gained from their parents during regular meetings with teachers or the special educational needs co-ordinator. To promote pupils' personal development other staff also use a range of stamps and stickers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents who attended the parents' meetings and those who completed and returned the parents' questionnaires are generally very pleased with what the school provides and achieves. A few parents report that they would like to have more information on their children's progress. The school has responded to this and is currently reviewing the introduction of an additional parents' evening during the spring term. Some parents would like a wider range of extra-curricular activities. However, the inspection views the current provision as satisfactory.

56. The school has very effective links with parents. Parents new to the school are provided with very good quality information to encourage them to become involved in their children's education. Parents are given good guidance on how to help their child with reading, and the home/school diaries are used extensively by teachers and parents to monitor the progress that children make with their reading. This is proving to be very effective in raising standards in reading and moving on pupils' learning.

57. The school makes further good efforts to inform parents about their child's education. For example, a speaker was invited to talk to parents about 'Making Maths Fun', at the governors annual meeting. The talk was very well attended by parents. Parents are provided with pupils' annual written reports two weeks before the consultation evening, and this arrangement enables them to have informed discussions with teachers. Reports are very informative. They clearly identify strengths and weaknesses in pupils' progress, and state what pupils know, understand and can do, though they do not yet include targets for improvement. Samples of pupils' work collected in files, which are open to parents to view, clearly identify the progress that pupils have made since joining the school. The prospectus and governors' annual report to parents are informative, and there are regular letters home to keep parents well informed of forthcoming events. Parents greatly appreciate the many informal opportunities they are given when staff make themselves available if a parent has any concerns.

58. Parents of pupils with special educational needs are provided with very good information about their children's progress. Parents are fully involved in setting targets at annual reviews. Targets set in individual education plans are reviewed termly and parents are sent a copy each term of the plans and targets, about which they are invited to comment. This ensures that the school has very effective links with parents. Parents of pupils with special needs are glowing in their praise of the care and support that the school provides, and for the progress that their children make.

59. Parental involvement in their children's learning is very good. Reading homework is set every day. The amount of homework set increases as pupils move through the school, to include weekly spellings, the learning of multiplication tables, and research work at weekends. The majority of parents are very happy with the school's arrangements for homework.

60. The hard working parents' association is professionally organised and raises a substantial amount of money each year, through a range of social and fund-raising activities. Fund-raising events are well supported by parents, and the money raised is used to subsidise trips and to purchase books and other equipment, such as for physical education. Many

parents help on trips and in the classroom, and parent governors are frequent visitors to the school to provide support, for example for information and communication technology lessons. A good example of how well the parents, school staff and governors work together is to be found in the current production of a school pantomime.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school is very well led and managed and has made good progress in addressing the issues raised in the last inspection. Owing to the headteacher's absence through sickness, the school is led by the acting headteacher, previously the deputy headteacher. She has a very clear vision for the school, firmly centred on raising standards. The acting deputy headteacher, staff and governors give her very good support, and there is a positive commitment to teamwork. Under the acting headteacher's strong leadership, the school enjoys the success of high attainment. She is working energetically with steady determination and considerable success, in the prolonged absence of the headteacher, to maintain and develop the high quality educational provision so evident in the school. In addition, there has been a relatively high turnover of staff in recent years, and it is as a result of the very good systems of school management carried out by the senior management staff and the governors that the quality of teaching has been maintained and developed.

62. There has been a good level of improvement since the last inspection in raising standards in English and in information and communication technology. The quality of teaching and learning is closely monitored and evaluated, and pupils' progress is closely tracked, so that appropriate support is identified in the core subjects to raise levels of achievement. Data provided by assessments carried out when pupils enter the school, by standard assessments in reading writing, mathematics and science at the age of seven, and by teachers' own assessments, is analysed closely and is used to provide targets for pupils to achieve. The school has yet to develop its assessments of pupils' achievements in the foundation subjects.

63. The aims of the school strongly emphasise the high priority it places upon care and concern for each pupil, on promoting pupils' self motivation and independence, and on achieving high standards. To these ends, the school is substantially successful. All staff and governors show their commitment to these aims in the high quality of teaching found throughout the school, and the strong support given by governors on a day-to-day basis. The school is committed to providing equality of opportunity for all pupils which it achieves to a satisfactory level.

64. The quality of the governing body's contribution to the work of the school is excellent, as is its effectiveness in fulfilling its statutory duties. The governors are very clear about their important role as part of an effective partnership with the school's staff and parents. There are very good arrangements for both formal and informal consultation with the staff. Notably the chair of governors and the chair of the budget monitoring group are regular visitors to the school, both to consult with the headteacher and other staff, and to work with pupils. Governors hold themselves accountable for the performance of the school and ensure that their decisions are based on sound and reliable knowledge gained, wherever possible, from first-hand experience of school activities. For example, during the inspection one governor, along with five parents, accompanied a class on a visit to a local park. Individual governors have high levels of expertise, and it is to the credit of the governing body's

systems that the substantial number of recently appointed governors are quickly trained and fully involved in worthwhile activities and decision-making. Their expertise is put to very good use in the various committees. These meet regularly as part of a carefully planned and executed committee meeting structure. Named governors oversee provision for literacy, numeracy and pupils with special educational needs. Governors regularly review school policies, and take appropriate action to raise standards, for example in information and communication technology.

65. The school has a very good management plan. It is clearly focused on raising attainment through improved provision, and identifies priorities for development over both the current and future years. Costs are clearly identified in terms of the time and resources needed to achieve success, and persons responsible for leading initiatives are identified. Subject co-ordinators play an important role in suggesting targets for the plan, and the acting headteacher and governors are beginning to measure the effectiveness of action taken, in relation to standards of pupils' attainment. For example, the recent increase in the number of learning and classroom support assistants employed in the school is to be measured for its effectiveness in raising the attainment of pupils of all levels of ability. In general, the major aspects of the school's work are guided by well-informed policies, supported by a formal programme expressed in the management plan to guide governors and staff in a thorough and regular review of all policies.

66. The curriculum and quality of teaching are well supported and monitored. The acting headteacher and the acting deputy headteacher give very good leads in setting standards for teaching. Both regularly teach classes and groups of pupils, and both observe lessons throughout the school. Most subject co-ordinators have similar opportunities to monitor lesson in their subjects, particularly when their subject is identified as requiring review, for example religious education and design and technology. Standards of teaching in the literacy and numeracy hours are good, mainly because lessons have been monitored and good and effective practice shared amongst all teachers.

67. The school fulfils the requirements of the special educational needs Code of Practice. Pupils with special educational needs are given very good support through carefully planned and executed arrangements. Governors and all staff see the need to ensure that these pupils are given every opportunity to succeed. Indeed, the school applies similar principles to all its pupils, and the arrangements for teaching pupils of all attainment levels in small groups, whether by teachers or trained support assistants under the guidance of teachers are very effective.

68. The school has sufficient teachers who are appropriately qualified and experienced to teach the National Curriculum. Induction arrangements for newly qualified teachers are good, and the school ensures that teachers new to the school are very well informed and supported. Currently, teachers are not involved in formal professional appraisal interviews, but there are discussions to establish professional needs, to discuss possible future roles and responsibilities, and to develop the job descriptions. Indeed, all teachers and other staff have job descriptions, which clearly identify their specific duties, often related to priorities set in the current school management plan. The professional development of staff is also good. It is linked to the school management plan and to teachers' individual needs. For example, recent training in the National Numeracy Strategy has contributed to a consistent understanding and approach to the teaching of this subject. A significant number of learning support assistants have undertaken a good range of relevant in-service training. They and

other adult helpers are well briefed and are very effective. They have a good impact on pupils' learning and attainment, particularly with pupils with special educational needs. There is a good ethos of teamwork among the whole staff, with a strong commitment to the school and its pupils. The administrative staff are very effective in supporting the day-to-day smooth running of the school. In the last inspection it was noted that all staff involved in the school make a positive contribution to the quality of learning and social development of the pupils. This situation has been maintained.

69. There is efficient use of the resources available to the school. The finance available for special educational needs is used well, and the school appropriately adds from its own budget to the grants available, thus ensuring that the right number and quality of learning and classroom support assistants is available to fulfil the school's priorities for development. The governors keep a tight rein on financial expenditure and ensure that best value is obtained for their spending. Through its finance committee, the governing body is beginning to equate expenditure with the standards that are achieved. The school management plan includes estimates of costs where appropriate, and reviews are regularly undertaken to identify the success of spending decisions. The school secretary is well qualified to carry out her duties with respect to financial control. There are sound procedures for raising orders, checking the receipt of goods, and authorising payment. Up-to-date print outs are regularly made available to the acting headteacher and the finance committee, and good use is made of the local education authority bursarial service to help the school draw up its budget. There has been no recent audit of the school's financial arrangements and control.

70. The accommodation for the school is adequate. It consists of two buildings in an open setting, with a large shared grass area linking this school to the adjacent middle and high schools. The larger building houses six reasonably sized classrooms, and the other contains a reception class in accommodation designed for a nursery. All classrooms are well maintained and there is a high standard of cleanliness throughout the school. All parts of the school are used efficiently to support teaching and learning. For example, in the main building there is access from every classroom to an outside area. The learning support assistants and volunteer parents use these areas very effectively when they are working with groups of pupils. The stage area off the hall houses a good non-fiction library and a teaching space, and the old kitchen area is used for small group lessons. A pond set outside between two classrooms is well used under supervision to enhance the teaching of a range of subjects, notably science. Throughout the school, areas and classrooms are enhanced by a variety of good displays which are not only attractive but also indicate a progression in the skills the pupils acquire and the rich diversity of the school's curriculum.

71. The provision for learning resources has improved even further since the previous report, especially in English, where 'big books', sets of books, and commercial schemes of work have been well chosen to support the teaching of literacy hour. Included in these books is the prescribed range of fiction, non-fiction, poetry and play scripts. The purchase and use of good quality resources and support materials have enhanced the introduction of the numeracy hour. Books in the library are of good quality and range. In most subjects, resources are of good quality and quantity, for example in music, where there is a particularly extensive range of instruments. However, resources for history, geography, and religious education, and outside play equipment for the reception classes, are in need of review. Resources for information technology have greatly improved and the school is addressing the issue of the need for more computer software.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. There are no significant issues requiring attention to effect improvements to the school. However, the governors, acting headteacher and staff should continue to work together to improve standards, and should now:

(Paragraphs: 51, 52, 122, 132, 148)

- * include in the current curriculum reviews an overall analysis of what is taught in all subjects so that more efficient use is made of opportunities for all pupils to practise and improve their skills, knowledge and understanding across all foundation subjects;
- * extend the good way that assessment results in English, mathematics and science are used in planning, to the use of assessments in information and communication technology, religious education and the other foundation subjects, so that lessons in these subjects are more specifically planned to match the needs of all pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
14	30	47	9	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	218
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	22

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.75
National comparative data	5.4

Unauthorised absence

	%
School data	0.11
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	32	25	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	28	28
	Girls	22	24	24
	Total	49	52	52
Percentage of pupils at NC level 2 or above	School	86 (84)	91 (84)	91 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	29	31
	Girls	24	24	25
	Total	52	53	56
Percentage of pupils at NC level 2 or above	School	91 (86)	93 (90)	98 (98)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	1
Chinese	0
White	157
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes:

YR – Y4

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27.25
Average class size	31.14

Education support staff:

YR – Y4

Total number of education support staff	11
Total aggregate hours worked per week	207

FTE means full-time equivalent

Financial information

Financial year	1998/1999
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	£
Total income	350350.00
Total expenditure	360630.00
Expenditure per pupil	1670.00
Balance brought forward from previous year	41510.00
Balance carried forward to next year	3130.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	133

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73.7	24.8	0.8	0.8	0
My child is making good progress in school.	69.9	36.1	0	0	0
Behaviour in the school is good.	55.6	42.9	0	0	1.5
My child gets the right amount of work to do at home.	45.5	47	6.1	0	1.5
The teaching is good.	68.4	30.1	0.8	0.7	0
I am kept well informed about how my child is getting on.	43.5	42	11.5	0.7	2.3
I would feel comfortable about approaching the school with questions or a problem.	75.2	20.3	3	0.7	0.8
The school expects my child to work hard and achieve his or her best.	68.4	30.8	0	0	0.8
The school works closely with parents.	51.9	39.8	5.3	0.7	2.3
The school is well led and managed.	66.9	30.8	0.8	0	1.5
The school is helping my child become mature and responsible.	62.4	36.8	0	0	0.8
The school provides an interesting range of activities outside lessons.	20.6	39.7	16.8	1.5	21.4

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Children under the age of five are taught in the two reception classes on a full time basis. They start school either in September or January of the academic year in which their fifth birthday falls. At the time of the inspection there were 60 pupils in the reception classes, 34 of whom were still aged four. Before they attend the school, most children spend some time in local nurseries or play schools. The provision for the under fives is good overall and has a significantly positive effect on children's progress in all areas of learning. Children's levels of attainment cover a wide range, but the majority enter school with levels which broadly meet expectations for children of this age. Their social development is judged to be above what one would expect, but their ability to speak is below expectations, as are their skills in language and literacy. By the time they reach the age of five, children make good progress and achieve the desirable learning outcomes in all areas of learning, and above the desirable outcomes in personal and social development.

74. There is a good range of resources overall and they are used well, but the absence of a good range of equipment for the children to use outdoors limits their opportunities to develop physically and imaginatively. For example, there is no large outdoor play equipment or pedal toys.

Personal and social development

75. Children make good progress in this aspect of their development. They work together well in groups, co-operating very well in the tasks they are asked to do. For example, they make shapes of letters out of a play dough, show their finished shapes to other children sitting at the table, and then congratulate each other. All children are encouraged to take part in whole class discussions, and many are keen to offer their ideas and answers to the teacher's questions. They increasingly respond well to adults' questions, and many think carefully before speaking. In this way, friendships are nurtured, so that by the time they are five the children work and play in complete confidence with each other. They respect one another's views and opinions, and take sensible decisions, for example when the higher achieving children talk about their most favourite stories they have read. Emphasis is rightly placed on developing children's independence and initiative. The children sensibly get out equipment, such as jigsaws, and clear away tidily at the end of their lessons, usually without being asked. For example, when playing in the class 'café, children take on appropriate roles, order food, and leave the area in good order when they have finished. All children stop work and listen to their teachers on command.

76. The teachers have very high expectations of the children in their care, and give each child good attention. Classroom support assistants and teachers work well together as a team, encouraging and giving very good support to the children, for example in giving praise. Teachers have good knowledge of each child's level of personal and social development, and ensure that they are given work at all times which is appropriate to their capabilities. Good opportunities are given for children to take responsibility for their own actions and to develop confidence. For example, even the youngest children in pairs take the class register to the school secretary, who is situated in a different building.

Language and literacy

77. Most children make good progress in the area of language and literacy. They handle books on a regular basis, and develop a liking for reading and talking about stories. Some of the oldest children, who have been in the school since the beginning of the year, have already acquired a good range of reading skills. They recognise a good range of words and read them quite fluently in simple storybooks with pictures. A quarter of children already know what an author and an illustrator are. One or two children already know the sounds made by the letters 'oo' and 'ee'. The least able children recognise only one or two letters, but can talk about the pictures they see in their books. However, by the time they are five, most children recognise and can sound out most of the letters of the alphabet. In short literacy lessons, children learn to recognise some words by the sound of the first letter, for example a 'b'. Quite often a child will say that the letter they are studying is to be found in their own name. Children make good progress in their ability to write. They try hard to write letters correctly, often copy-writing short sentences which they dictate to their teacher. By the time they are five, nearly all children write their own name correctly, independently and legibly. By this age, a majority write independently at least a few words in proper sequence.

78. The good and sometimes very good quality teaching ensures that children are exposed to a good range of strategies and activities to develop their language and literacy skills. Activities are very well planned and take account of the needs of all the children, including those who have special educational needs. Teachers recognise that most children come to the school with less well developed speaking skills than are normally expected. They give children very good opportunities to gain confidence and to extend their vocabulary through discussions, for example in 'circle time' and through regular opportunities to talk about the work they are doing.

Mathematical development

79. Progress is often good in the area of mathematical development. By the time they are five, most children can count and know the numbers up to ten. Some children make good progress and can count accurately beyond 20. Children are given a good grounding in number recognition, and they have good opportunities to practise with shapes. For example, they use pennies in the 'café' to 'buy' their food and drinks, and there are some good examples of models of 'cylinder' people made by the older children. Good use is made of counting rhymes to firm up children's counting skills. Similarly, children work in twos and threes on a computer to practise adding small numbers together, for example when 'dressing' a picture of a teddy.

80. The teaching of mathematics in the under fives is good overall, and sometimes very good. Teachers have high expectations of children to concentrate. They provide tasks which interest the children and challenge them to reach correct answers to simple problems. Good use is made of available resources for children to practise their number work. For example, children used large cards which the teacher had prepared, to put in order numbers from one to ten. Teachers and other available adults give very good attention to individuals when they are engaged in mathematical activities, and use questioning very effectively to draw out and build on pupils' learning.

Knowledge and understanding of the world

81. Children make sound progress in their understanding of the world around them and reach the desirable level of learning by the time they are five. They begin to name correctly the days of the week. Teachers attach importance to this activity at the beginning of each day when they routinely ask children what day it is, what was the day before, and what is the day after. Children gain a good sense of chronology in this way, and also when they assemble small folders which show pictures of themselves as babies, as toddlers and as themselves now. Geographical knowledge is developed when children talk about coming to school, and when they find their way about the classrooms and the building. They become aware of technology when they use computers to help them with reading, writing and number work, and when they use and control tape machines to listen to stories. There are many opportunities for children to undertake these activities. They learn about working life through role-play activities, such as when they play in the café, or when they pretend they are in a shoe shop, trying on and buying shoes. Good use is made of a 'feely' box for pupils to explore shapes and their properties. They identify and talk about objects which are short, long, hard or soft. In this way they begin to classify and extend their vocabulary. In activities such as this the teachers' work hard to ensure that each child has a turn and communicates verbally his or her ideas. In one excellent lesson, the teacher developed very well the children's understanding of loneliness when she used a puppet to illustrate the effects of bullying.

Creative development

82. Children are given good opportunities to develop creatively. By the time they are five, most children know the names of the primary colours, and the majority recognise and can name many secondary colours. Their drawings show good progress as they choose colours to fill in illustrated letters as part of a reading and writing activity. Children talk freely about their work as they undertake a wide range of creative activities. For example, they chat about how they use sponges to print carefully in a range of colours. Good use is made of computers for children to draw and 'paint' shapes and colours. In this kind of activity they indulge in much experimentation until they produce an attractive effect. Pictures painted on paper plates show that children recognise facial features and their positions, and they choose appropriate colours to distinguish between the features. They make very good progress in musical activities, which are often used to enhance children's learning in other aspects of the curriculum, such as mathematics and language. Children learn the words of nursery rhymes by heart, and sing enthusiastically on all appropriate occasions. Most children carry out accompanying actions to songs well, and remember some complicated sets of instructions. They learn that music can portray mood. Teaching in creative activities is never less than good, because the teachers ensure that all children are fully involved and learn at a good rate.

Physical development

83. Despite the absence of opportunities to use large play equipment outside, children make good progress in this area of learning. Their hand-to-eye co-ordination develops well. They soon learn to control classroom equipment appropriately. For example, children assemble and disassemble jigsaws, use a pen, pencil or crayon with increasing control, and learn how to use scissors safely and with some degree of precision. Their writing skills develop

appropriately so that, by the time they are five, most children write letters and numbers in an easily recognisable form. Indeed, some higher attaining children independently write whole sentences, with a good standard of handwriting. Particularly good control is shown when children carefully use a computer mouse to draw on a screen, or to point to particular parts of the screen after turning the pages of a 'book'. Children move about the classrooms with careful regard to equipment and other children around them. In physical education activities in the school hall, children hop, skip and run with appropriate competence. They know how to find a space in which to work, and follow skilfully a sequence of physical activities.

84. Teachers are adept at helping children to develop physically. They ensure that the children have good opportunities to develop both their fine and large motor skills. Activities in the hall are well chosen to be energetic, and good use is often made at these times to develop children's vocabulary and scientific knowledge, for example when talking about the parts of the body we use to help us move.

ENGLISH

85. In the statutory assessment tests taken by pupils at the end of Key Stage 1 in 1999, the proportion of pupils who reached the expected Level 2, and above, in reading was well above the national average. The proportion reaching the higher Level 3 was also well above the average. In writing, in the same tasks and tests, the proportion of pupils reaching the expected Level 2 and the higher Level 3 was above the national average. Standards in both reading and writing matched the national average when compared with the results of schools with pupils from similar backgrounds. The inspection finds that pupils currently at the end of Key Stage 1 achieve above national expectations in both reading and writing. Pupils in Year 3, in Key Stage 2, maintain the good levels of attainment which they showed in the previous year's statutory tests at Key Stage 1. Overall attainment at the time of the last inspection was judged to be 'fairly' good, as was progress. However, current inspection findings indicate that pupils' attainment in reading and writing at both Key Stages is above the expected level.

86. The results at age seven represent good overall progress and reflect the high quality of learning observed in the English lessons. The introduction of the National Literacy Strategy and the high level of teaching competence have a major positive impact on pupils' learning. Additionally, the well organised classroom assistants make a very positive contribution to pupils' learning. Most pupils who have special educational needs have difficulties with reading and writing. However, they are given very good support and make good progress; some make very good progress.

87. At Key Stage 1, pupils' speaking and listening skills are in line with expected levels for seven year olds. They speak confidently and listen well to each other and to their teachers. However, the school recognises that there is a need to increase pupils' competence to use a wider range of language, and to this end there is some progress. For example, a pupil in Year 2 clearly explained the complex task of isolating the main ideas in a story. He subsequently transferred the ideas to a flow chart so that the retelling of the story would be accurate. Pupils are rightly given many opportunities to speak to an audience. They consider questions posed by teachers and clarify their ideas through relevant and sensible contributions. This is particularly well illustrated in word work, where pupils in Year 2 predict hidden words, such as 'branch' for 'bough', and in Year 3, where pupils offer synonyms for 'graze', such as 'nibble', 'eat' and 'chew'.

88. Standards in reading are above national expectations both at Key Stage 1 and in Year 3. A survey of reading throughout the school confirmed that pupils generally enjoy reading and are supported effectively in their reading at home. Pupils express an opinion about their books and discuss fiction and non-fiction preferences. They recognise a good range of familiar words in context, and sound out letters correctly to identify unfamiliar words. They know how to look up information by using contents and index pages, and discuss favourite books with appropriate reference to authors. Throughout Key Stage 1 and Year 3, pupils of all levels of attainment are appropriately challenged and make good progress over time in their reading. Good support is given to pupils with special educational needs.

89. Standards of writing are good and pupils make good progress. In handwriting, pupils learn to form letters correctly from an early age. They begin to use cursive script confidently half way through Year 2, which enhances their achievement at higher levels. Pupils use their writing in a variety of ways. For example, they retell well known stories and create their own, using imaginative opening phrases such as ‘I am a slave...’, and ‘Under a great tree...’. There are many examples of pupils using and improving their writing skills in work across the curriculum. For example, in science and design and technology, pupils in Years 1, 2 and 3 write up experiments and design features respectively, using the appropriate technological language. They write poetry and, in music, some pupils wrote an additional verse to a song. Writing is generally well organised, clear and imaginative. Higher attaining pupils in Years 2 and 3 use correctly a wide variety of punctuation, such as capital letters, full stops, speech marks and apostrophes. Since the last inspection, there has been considerable improvement in the variety of literacy skills used and developed in English.

90. Pupils’ attitudes to English are very good. They settle well, sit quietly, listen with attention, and work productively. They are eager to make contributions to discussions. They remain focused over a long period, with evident enjoyment, and often work independently.

91. The quality of teaching in English is very good overall. In over half of the lessons seen the teaching was very good or better. It makes a significant contribution to the good standards achieved by the pupils, who constantly learn very well. Teachers’ knowledge and understanding of the subject is very good. Their expectations of the pupils to achieve well are high, as detected by parents, and tasks set are always appropriate and often challenging. For example, in a Year 1 guided reading group the teacher set pupils with special educational needs a special task. They were given a series of questions which required them to use contents pages in a variety of ways. This was a demanding task requiring perseverance and, for these pupils, a high degree of comprehension. The pupils proved to be up to the challenge and were, for the most part, successful.

92. The introduction of sharply focused targets and objectives in literacy lessons is effective. Pupils experience success and make good progress. The very good explanations from teachers in lessons, and their clear instructions, help all pupils to start work with confidence. The sometimes excellent sessions at the end of lessons consolidate pupils’ learning. For example, well targeted questioning in a Year 2 class resulted in the pupils extending their knowledge of characterisation when they described the lighthouse keeper’s cat as ‘selfish because he would not share anything’. The very good questioning encourages pupils to listen carefully and answer clearly, and appropriate use of praise motivates pupils and maintains their attention. Classroom management is very good and helps to create a calm and productive atmosphere.

93. The curriculum is well planned to give the pupils a good, broad and balanced experience of English. The needs of pupils with identified learning difficulties are fully addressed. Though the number of pupils with English as an additional language is small, ample provision is made for them. Documentation is comprehensive and is based on the National Curriculum and the National Literacy Strategy. There is scope for planning to be extended and to more clearly identify formal opportunities for pupils' development in speaking and listening.

94. The literacy programme is well managed and taught, and has been introduced very carefully by the previous subject co-ordinator, who trained the teaching staff well. Arrangements for assessment are good and provide an accurate view of pupils' progress. Resources are good, up to date, and appropriate. They include a good range of 'big books', related to a wide range of topics, for use in the literacy hour. The library is well stocked with a good range of attractive non-fiction and reference books. There was evidence from the work seen in classrooms that the library is well used for research, for example about the Ancient Egyptians. Good use is made of information and communication technology in English for pupils to word process, to improve their spelling skills by using an 'amazing dictionary' program, and to predict words in programs such as 'Pod'.

MATHEMATICS

95. The results of the most recent national tests in 1999 show that at Key Stage 1 the proportion of pupils reaching the expected Level 2, and above, was well above the national average overall, and was in line with the average for schools with pupils from similar backgrounds. This result was similar to the results of the tests in the previous year, but with more pupils attaining the higher Level 3, from nearly two out of ten pupils to nearly four out of ten. Trends over time show a fluctuating picture, but with consistency in development. There was no difference in the performance of boys and girls, which is evident in the tasks undertaken in classes. Inspection evidence shows that current standards are in line with national expectations at Key Stage 1 and in Year 3, with pupils achieving above the national expectation in their number tasks. This is a similar situation to that found at the time of the previous inspection.

96. Pupils progress satisfactorily in their learning over time at Key Stage 1, and in Year 3. Pupils make satisfactory progress in using and applying their mathematical skills and knowledge, particularly in problem solving, and in their understanding of shape and measures. They develop particularly well in their acquisition of numeracy skills. As a result, a significant majority have acquired good basic numeracy skills when they leave the school at eight years of age. These pupils skilfully use all four types of computation to calculate accurately and efficiently numbers up to 100 and beyond, both mentally and with pencil and paper. This is well exemplified in the Year 3 class, where pupils successfully use mental calculations to discover the relationship between number bonds of 10 and those of 100.

97. Pupils make good gains in their learning in lessons because they are taught consistently well. Pupils have a positive attitude, the tasks they are set are demanding but achievable, and questions are sufficiently probing to develop understanding further. Pupils with special educational needs make good progress towards the targets set for them. Provision for these pupils is very good. Many of them cannot cope with the pace and demands of the introductory mental mathematics session at the beginning of the lesson, but support staff are

very effectively employed with small groups to carry out tasks which are related to the activities undertaken by the rest of the class. Those pupils who speak English as an additional language also make good progress. These observations are similar to those made in the previous report.

98. By the end of Key Stage 1, pupils gradually develop their own strategies for problem solving. Pupils of all attainment levels are competent in counting and recognising numbers. This is clearly evident in all the Key Stage 1 classes, where pupils in the reception classes count and recognise numbers to 20, and some pupils in Year 2 calculate with numbers over 1000. Approximately nine out of ten pupils whose attainment is average or above average can add and subtract confidently and identify halves and quarters.

99. These pupils begin to use standard units for measuring length, mass and time. They have a satisfactory understanding of the properties of basic two- and three-dimensional shapes, such as rectangles and cubes. However, they are not fully competent in sorting objects, using a variety of classifications. There is evidence of the use of computers in the subject. Pupils in Years 2 and 3 carry out simple surveys on favourite things, and represent them in a variety of graphs on a computer screen before printing out their work. However, there is no consistent use of computers for pupils to develop skills or to present their findings. Pupils effectively use their numeracy skills in other subjects of the curriculum, for example in the use of data handling in science in a Years 1 and 2 class.

100. Pupils' attitudes towards mathematics are good. A large majority of pupils listen attentively, sustain concentration, and work hard to complete tasks. For example, pupils are clearly interested and involved in all numeracy lessons. Consequently, in these lessons they successfully apply their skills and make good progress. Pupils work well on their own, and in pairs and small groups when given the opportunity. The presentation of work, either on a worksheet or in books, is generally satisfactory

101. The quality of teaching is good overall, and no unsatisfactory teaching was observed. This is a similar judgement to that made in the last inspection. Eight lessons across the school were observed, of which one was very good and the rest were good. All teachers have a secure understanding and knowledge of the subject, and questioning is used effectively to check and extend pupils' understanding. Lessons are planned in accordance with the recommended National Numeracy Strategy, and tasks are always clearly explained to the pupils. However, whilst assessment procedures are in place and are effective, there is no clear and consistent indication in the teachers' daily planning that shows how pupils are to be assessed.

102. Teaching is lively and the lessons are conducted at a good pace. For example, the teacher in one reception class used 'Harry the Hippo' well to develop pupils' counting skills. Another example of lively teaching was in a 'booster' class, where pupils extended their understanding of the relationship between computation and number bonds. Invariably, pupils are well managed and the teaching has a good impact on pupils' learning. In all lessons pupils are effectively kept on task so that their learning develops. There are some examples of constructive and informative marking, but this practice needs development to ensure that there is a consistency of approach. Displays are of a good quality and they indicate a progression of skills throughout the school in number, shape, and data handling work. For example, symmetrical patterns and shapes are used well to make a good quality art display in the Year 1 class.

103. The school has successfully introduced the National Numeracy Strategy into its daily routines. Indeed, there is a desire to extend the structure of the strategy scheme to other elements of the National Curriculum. Evidence of the impact of the strategy is to be found in the pupils' tasks, and it is having a positive effect on their learning. The school uses national and commercial tests to assess pupils' development from term to term and from year to year. The results of these tests, as well as regular assessments of pupils' work, are effectively used in the organisation of class attainment groupings. Eventually, the school hopes to use this information for the setting of targets for individuals. Literacy skills are developed in the subject with the reinforcement of terminology in lessons, and in the prominent displays in classrooms of mathematical terms related to the current topic. This has a distinct and positive impact on pupils' learning. Resources are of good quality and quantity and are easily accessible. Computers are of good quality, but the selection of programs available to support learning in mathematics is not extensive, and the result is that teachers do not fully use this resource. This issue is being addressed. The subject co-ordinator is enthusiastic and fully realises the numerous developments that are required to extend the impact of mathematics. The co-ordinator monitors planning, teaching, and pupils' work to ensure a consistent, progressive, and beneficial teaching of the curriculum.

SCIENCE

104. The results of the statutory assessments (by teachers) of seven year olds in 1999 showed that the proportion of pupils reaching the expected Level 2, and above, was well above the national average. The proportion reaching Level 3 was also well above the average. Pupils achieved similarly high results in 1998, and the results for 1997 were exceptionally high. Inspection findings confirm that current Year 2 pupils learn at a good rate and reach above national expectations in all aspects of the subject. This judgement compares well with that made at the last inspection. Pupils at the end of Year 3 maintain a good rate of learning and achieve levels which are well above expectations for their age.

105. Pupils in the reception class investigate the senses and compare the smells of lemon, vinegar and coffee. They know that keeping clean helps them to stay healthy, and that certain materials are better than others for insulating their feet against the cold, such as when they discuss the benefits of 'a hairy boot'. They begin to understand life processes when they plant bulbs in the autumn and then watch them grow. Pupils in Year 1 distinguish between natural and man-made sources of light, such as the sun, stars, a lighted torch and a street light. They have some understanding of how electrical circuits work, and conduct experiments to find out which materials do not conduct electricity. Those Year 1 pupils who are in classes with Year 2 pupils generally undertake this work. They indicate in their drawings how things change when they are cooked, for example a slice of bread and cake mixture, and begin to understand the concept of energy when they draw people using energy in movement. Year 1 pupils group materials according to what they are made of, and then use computers to make graphs of their analyses. There are few opportunities for pupils up to this age to record their work. However, by Year 2 most pupils use their literacy skills well to write about their science work.

106. By the end of Key Stage 1, all pupils know how to make a simple electrical circuit to light a bulb. They test a range of materials to see whether they are waterproof, and draw up a list of suitable materials with which outdoor clothing could be made. Pupils undertake investigations sensibly. They have a clear idea of what they are to find out, how to go about

their experiments, and how to draw conclusions. They describe how well different substances dissolve in water, for example sugar, flour and salt, and use scientific words appropriately, such as 'crystals' and 'fibres'. By the end of Year 3, pupils are adept at using information and communication to help them research and represent their science work. They write on computers about the characteristics of insects, 'draw' electrical circuits and their components on the computer screen and, with adult help, use the Internet to research information and find pictures about the planets.

107. Pupils in Year 3, and those in Year 2 who have high levels of prior attainment, have a good understanding of life processes. For example, most know that the air contains oxygen which is essential to animal life. They can name a wide range of body parts, and describe the functions of a number of internal organs, such as the heart, the liver and the lungs. Some pupils list the differences between living and non-living things, such as growth, movement and reproduction. Pupils at all levels of attainment, including those with special educational needs, make good strides in their scientific learning.

108. There is no doubt that pupils of all ages enjoy their science work. Pupils are particularly interested and well motivated when they are engaged on work of a practical nature. In one lesson, Year 1 pupils went on a walk to a nearby woodland. They were very well behaved and took a real interest in finding out about the characteristics of spring. Most were observant and noticed differences between the bark of trees, bird song, emerging plants, and the different forms of life in small creatures. In one Years 2 and 3 lesson about light, all pupils worked quietly and efficiently on their investigation tasks. They listened carefully to their teacher, used the equipment with great care, and sensibly wrote about their observations. Most written work done by the older pupils is thoughtful and well presented. In all lessons observed, pupils worked together well and shared their ideas and the equipment.

109. The quality of teaching is good overall. In 20 per cent of lessons it is satisfactory, in 60 per cent it is good, and in 20 per cent it is very good. All teachers have very good relations with their pupils, who hold the teachers in high regard. This factor, and the very good way in which pupils are managed, does much to enhance the quality of the lessons and the good progress that pupils make. Teachers plan their lessons over a period of time to cover an increasingly wide range of scientific information and knowledge. All teachers are clear about what they want their pupils to learn in each lesson. Introductions to lessons are usually effective because teachers use questioning well to remind pupils of previous learning.

110. Some teachers use the end of lessons effectively to consolidate knowledge, and also to assess pupils' rate of learning. Resources are well prepared and used. For example, in one Year 2 investigation lesson at the end of a unit of work, the teacher prepared polystyrene, flour, sugar and cotton wool with which pupils were to make a working 'snowstorm' in a jar. No time was wasted in gathering materials, so that the pupils could get straight to the task in hand. Work is regularly marked, and good use is made of homework to maintain and develop pupils' interest and learning. For example, pupils in Year 2 were asked to list at home all the items they could find that require electricity to make them function.

111. The subject co-ordinator works hard to ensure that the policy and scheme of work are up to date. She is knowledgeable about the subject, and has very good oversight of science teaching through the school. For example, she regularly visits other classes to observe science lessons, and takes the opportunity of such occasions to support her colleagues, to talk about the effectiveness of their teaching, and to offer advice. She ensures that there is a good

range of easily accessible resources. The scheme of work helps to ensure that appropriate attention is given to all programmes of study, and gives good opportunities for pupils to practise and develop their literacy, mathematics, and information and communication technology skills and knowledge. Good evidence was seen of science in art, for example to give the effect of a Year 1 classroom in a forest glade, and in an attractive display showing the life cycle of a butterfly and a sunflower.

ART

112. Pupils' achievement and progress in art are good both at the end of Key Stage 1 and at Year 3. Pupils accomplish some very good work, as reflected in the many good displays of art work around the school. Standards during the last inspection were satisfactory, so the present standards and provision represent a good improvement. Pupils have a good sense of colour. They know how to mix colours properly and what effect colours have on each other. This is evident in particular in the work based on Paul Klee, where the pupils in Years 1 and 2 arrange coloured strips to make 'Klee-like' patterns. Pupils are confident in working in a range of media, particularly card and paper montage, and they produce careful and finished work. Many displays relate well to other aspects of the school's curriculum, such as in science. A number explore the nature of art as represented by major artists, such as Seurat, and there is a very large and effective display relating to Piet Mondrian's cubic style.

113. Pupil's response to art is good throughout the school. They pace themselves well, approach their work sensibly and carefully, and have an eye to quality in their final pieces. They work well together and help each other, both with suggestions about their work and practically. They are attentive to each other's contributions. Pupils across the school treat both their work and other's artwork with respect and consideration. There is an obvious enjoyment in their approach. Pupils tidy away extremely efficiently.

114. The quality of teaching and learning is very good at Key Stage 1. No teaching was observed at Key Stage 2. Teachers lead discussions very well, so that pupils have a very clear understanding and are confident about what is to be achieved in the eventual outcomes. Teachers make good use of demonstrations, which enable pupils to progress and develop their skills successfully. Pupils in Years 1 and 2 achieve very well in paper montage after such demonstrations, and some pupils working on line pastel patterns made subtle choices of colour, which were particularly effective. Pupils are also exposed to protracted and tedious work, which is often necessary to produce work of good quality. This in itself can be a good learning experience. Pupils make good use of computers to help them with their work, for example to practise Mondrian designs.

115. The half-termly planning format is detailed, and maps out the development of pupils' skills as they move through the school to use different media. There is a good policy, and a scheme of work which offers a wide variety of ideas for pursuing art in many forms. Subject co-ordination is effective, and pupils with special educational needs work successfully alongside their fellow pupils to enable their artistic skills to progress well.

DESIGN AND TECHNOLOGY

116. Only one lesson was observed during the inspection, and this was of high quality. Pupils' work on display throughout the school shows good standards in achievement and learning, and indicates good progress. There is a good understanding in all classes and key stages of the design element and subsequent evaluation. The making and standard of finished artefacts is good. In Years 2 and 3 pupils made an effective display of the 'soul house', the Ancient Egyptian burial chamber. They were particularly successful in producing very pleasing 'shadufs', water-collecting hoists found by the River Nile. Pupils in the reception classes set up a shoe shop and are in the process of making a shoe themselves. A representative of a shoe manufacturer visits the school to guide their learning. Pupils in Year 1 make birds' nests, and those in the mixed Years 1 and 2 classes have made very attractive animals with one moving part, for a large display about Noah's Ark.

117. The subject co-ordinator is very effective and has been responsible for giving the teachers a clear understanding of the requirements of design and technology. Planning is carefully considered to explore how the subject can be matched with other subjects of the curriculum. Pupils with special educational needs are given appropriate support where necessary. Resources are good. Standards seen during the last inspection were barely satisfactory, so there has been considerable improvement.

GEOGRAPHY

118. No comment can be made on pupils' achievements in this subject or their rate of progress, because no pupils' work or photographic evidence was available at the time of the inspection. School documentation shows that good use is made of the local environment to support pupils' learning. By the time pupils leave the school in Year 3, they have studied the school environment, the local area, and the nearby contrasting seaside resort of Cromer. Interestingly, pupils are involved in supporting the building of a borehole in a township in Zimbabwe. The school has raised money for the project, and the subject co-ordinator has taught in the school there. Although pupils' studies do take them on a learning journey from their immediate surroundings to the wider world, pupils do not continuously develop their knowledge, skills and understanding. This is because the teaching of geography is organised to take place in the course of units of work, with one year generally elapsing between units.

119. No teaching of geography was undertaken during the week of the inspection. Consequently, no comments can be made about the quality of teaching, or pupils' reaction to this subject. There is an adequate amount of resources, including atlases and maps, but there are not enough computer programs to support pupils' learning within information and communication technology. Understandably, the subject co-ordinator has made little impression on the current situation because she was only recently appointed to the post. Currently, she is reviewing the present curriculum in light of national planning guidance.

HISTORY

120. Only one lesson in history was observed during the week of inspection. Evidence from this lesson, and from a close scrutiny of a sample of pupils' work, indicates that pupils' achievements are in line with those expected of pupils of a similar age at Key Stage 1, and by the time they leave the school at the end of Year 3. Pupils make satisfactory progress over time in the subject. There has been a change of emphasis for the subject in the National Curriculum since the last report, and the school now allocates a more limited amount of time to its teaching of the subject. History is studied as a unit during the summer term only, with an extra single unit of work on Ancient Egypt undertaken by pupils in Years 2 and 3 in the spring term. Despite some opportunities for pupils to study the lives of some famous people from history, such as Martin Luther King and Guy Fawkes, this arrangement has a somewhat limiting effect on the systematic development of pupils' skills, knowledge and understanding of the subject.

121. In the one lesson observed in Year 3, the quality of teaching was very good, and the pupils enjoyed the lesson. They talked enthusiastically about the death rituals in ancient Egypt. The teacher had a secure knowledge and understanding of how to introduce the use of sources of evidence. There were good quality photographs available, related to life in ancient Egypt and to the interpretation of the after-life. This lesson was planned in such a way that pupils had the opportunity to talk about their ideas and their interpretation of the evidence. Indeed, pupils were fascinated by the subject and consolidated their learning about life and death in ancient Egypt. Tasks undertaken during the main part of the lesson were planned with little regard to the different levels of attainment in the class. However, a classroom assistant gave those pupils with special educational needs good support in understanding signs which involved hieroglyphics. This activity helped these pupils make good progress in their learning.

122. The school has not adapted the National Curriculum guidance to match the current plans, but this is being addressed by the newly appointed subject co-ordinator. She has not yet had the opportunity to monitor fully teacher's planning, the quality of teaching, or pupils' work, although there are plans to include these tasks in the near future. Teachers do not plan for the development of historical skills and understanding across the whole school. Consequently, progress is limited in some areas of the subject. For example, individual research is infrequently carried out, and there is a lack of enquiry in pupils' studies. Nevertheless, when this does occur pupils use a good range of sources, such as CD-ROMs and the Internet. To extend their learning pupils visit museums, and in Year 2 they visit the seaside resort of Cromer to study its history. Teachers' assessment of pupils' work is limited to the testing of pupils' knowledge, rather than their skills, at the end of a topic.

123. This subject makes a good contribution to pupils' cultural development, through their study of ancient Egypt, and the history of Cromer. In pupils' individual folders there is clear evidence of pupils using their skills developed in other subjects of the curriculum. For example, pupils use books with a historical content in their literacy lessons as a basis for improving their reading and writing.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. Achievement at the end of Key Stage 1, and at the end of Year 3, is above national expectations. This represents an improvement on the last inspection, when achievement was judged to be in line with expectations.

125. As they move through the school, most pupils gain well in their understanding of what computers can do. They develop basic keyboard skills well in the reception classes, and use a mouse accurately. In Years 1 and 2, pupils become proficient in saving and printing their work, and changing the colour, type and size of fonts. By the end of Year 3, pupils know that computers can be used for a wide range of activities to help them with their learning. For example, they use a CD-ROM to research information about the Ancient Egyptians.

126. Most pupils develop appropriate skills in word processing. For example, pupils in Year 1 write rhyming couplets, and pupils in Year 3 write about the planets, using information they have gathered from the Internet to help them with their ideas. Even pupils in the reception class know how and when to use the 'return' and 'delete' buttons, and how to make a capital letter when they are writing simple texts. Indeed, there are good opportunities for pupils to practise information and communication technology skills across a number of subjects. In mathematics, pupils in the reception class use a computer to match digits with dots to a maximum of ten. Pupils throughout the school are often seen using computers to produce attractive artwork, for example to 'draw' and 'paint' very effectively in the style of the artist Paul Klee. With adult help, pupils in Year 1 use an art 'gallery' to begin to assemble a card that they can send to their mothers on Mothers' Day.

127. Sometimes, older pupils in Years 2 and 3 combine elements of literacy and numeracy when they work on computers. They make graphs, pie charts and histograms from data they have collected, such as favourite toys, ways of coming to school, and favourite bedroom colours. They then write their own comments to the graphs and explain their findings.

128. Pupils know that computer technology can be used to control machines. They input instructions into a floor robot after first deciding where they want it to go. They use their developing knowledge of angles when they want the robot to turn in specific directions.

129. Pupils make good progress in information and communication technology. This is partly because of the importance now given to teaching the subject, and also because of the very good support the teachers receive from trained learning support assistants and volunteers, including governors. Assistants are often seen working on computers with individuals or small groups in each classroom. For example, an assistant was seen helping pupils in a Year 1 class to build a 'word bank' as part of a literacy lesson.

130. Pupils enjoy using the technology available, and are equally happy to work on computers, to control and listen to tape machines, or to work with the robots available. They relate well to the learning support assistants and to teachers alike, and are often seen working well either individually or in pairs. They behave very well, take turns, and help each other where appropriate.

131. There are no lessons timetabled for information and communication technology, but enough evidence was gathered from observing small group teaching to judge that the quality of teaching is good. Teachers ensure that the subject is taught in a way that balances the development of skills with opportunities to practise skills in other subjects of the curriculum.

132. The subject co-ordinator is enthusiastic and has a commendable level of knowledge and expertise. Notably, he ensures that other teachers develop their expertise, and regularly trains two specialist support assistants to become more proficient. The school now has a good quality policy and scheme of work in draft form. These explain and give guidance about how the subject is to be taught in a progressive way so that pupils can systematically build on and practise their skills on a regular basis. Good opportunities are given in the scheme for information and communication technology to be used in other subjects of the curriculum, of which many examples were seen in the course of the inspection. Assessment procedures are not yet developed sufficiently, but steps towards improving this situation are being taken. For example, pupils in Years 2 and 3 already make their own attractive folders, using computers, which are used to list the skills they have acquired in the subject.

133. Considerable emphasis has been given since the last inspection to improving information and communication technology in the school. Good advantage was taken of a national strategy to update and increase the number of computers in the school, and extra money was made available from the school budget and voluntary sources. There is now a good range of computers in each classroom so that each pupil has much better access to the machines, and there is a good range of software.

MUSIC

134. Music has a high priority in the life of the school, and is one of its strengths. This is primarily because of the hard work, dedication, and enthusiasm of the subject co-ordinator, who promotes within the pupils a love of all types of music. The very high standards reported at the last inspection have been maintained. In the lessons seen during the inspection, the quality of teaching and learning was very good.

135. In all the lessons taught by the subject co-ordinator, the pupils were presented with an excellent level of challenge so they could improve their already high level of performance when singing and when playing instruments. All pupils, irrespective of their level of attainment, respond very well and have a high level of enjoyment in their music lessons. For example, they use instruments very effectively to make musical sounds related to a new song they have composed about Robin Hood.

136. Throughout the school, pupils sing songs enthusiastically and with good singing voices. This was evident in the reception class, where pupils who have been in the school only since January sang with great delight a wide variety of songs, which they accompanied with appropriate actions. When given the opportunity, pupils work very hard on their compositions and are pleased with the results of their efforts. They collaborate well with each other in their joint compositions.

137. Pupils improve their singing and learn the words and music to new songs easily under the clear directions of the teacher. Those who attend the break time recorder and music clubs learn musical notation and play tunes using the notes they have learned. In lessons, and in

school assemblies, pupils listen carefully to different types of music from different cultures and times. This was exemplified in the Years 2 and 3 class, where the subject co-ordinator played medieval instruments, the rebec, the gemshorn, and the psaltery, using the tune of 'Robin Hood', composed by the pupils.

138. Currently, the school is in the process of adapting its scheme of work to meet the new National Curriculum guidance. Pupils are not formally assessed in the subject but, in light of current changes, this issue is being addressed.

139. As well as the musical activities already reported, a representative choir is formed when required; for example, most pupils sang in Norwich cathedral at Christmas. Resources for the subject are of a very good quality and quantity, are easily accessible, and are very well used in the teaching of the subject.

PHYSICAL EDUCATION

140. By the end of Key Stage 1, most pupils acquire skills in gymnastics which are above what is expected for their age. As only one lesson was seen in Year 3 no assessment of quality either in teaching or achievement in Key Stage 2 was made. Only lessons in gymnastics were seen during the inspection. No games or dance lessons were observed. In their outside playtimes pupils were supervised on outdoor games apparatus. Pupils in Year 2 move with poise and good body control on large apparatus, on benches and mats, and on the floor. They are beginning to link and repeat a series of movements which demand skills in balancing and placing weight on different parts of the body. All pupils concentrate on a two-footed landing and finish with a gymnastic salute. Throughout Key Stage 1, pupils show a good awareness of space and safety. Most pupils are able to improve their performance through watching demonstrations given by teachers and other pupils. Pupils develop spatial awareness and use the hall to good effect.

141. Pupils co-operate well and work effectively on an individual basis. They behave very well, and listen and follow instructions carefully. They display enthusiasm and maintain high levels of interest, motivation and concentration. For example, in one lesson about travelling in a variety of controlled ways, pupils sensed the difficulty of the exercise, were very courageous and careful, and persevered well.

142. The quality of teaching and learning is very good at Key Stage 1. Teachers ensure that pupils are clear about what they have to do. They control lessons very effectively, and have high expectations for the pupils to achieve good quality work. Good use is made of demonstration by pupils and teacher to impart confidence and to set challenging tasks. Lessons move at a lively pace by making use of variety. Teachers use the end of lessons well to evaluate what pupils have learned. In all lessons, teachers give appropriate warm up and cool down activities, and tasks ensure a good rate of skills development. Teachers promote safety in physical education effectively, for example in a Years 1 and 2 lesson where gymnastic apparatus was used in a lesson to develop pupils' balancing skills whilst moving.

143. Pupils with special educational needs are able to take a full part in lessons through effective support and encouragement from their peers, their teachers, and classroom assistants. In the quality of teaching and learning the school has maintained the previous standard seen in the last inspection. The subject is co-ordinated well and receives sufficient time for effective development of pupils' skills. Resources are good.

RELIGIOUS EDUCATION

144. Only two lessons were seen in religious education. Further evidence was gathered from a scrutiny of a small amount of pupils' finished work, from attending assemblies, and from talking to pupils in Years 2 and 3. From this evidence it is judged that pupils at the end of Key Stage 1, and at the end of Year 3, make satisfactory progress and achieve standards in line with the expectations of the locally Agreed Syllabus for religious education. A minority of pupils achieve higher than expectations.

145. At Key Stage 1, pupils have a sound knowledge of some of the major Christian festivals, such as Easter. They understand the meaning and importance of Christmas in the Christian faith, and that the religious period of preparation for Easter is called Lent. They make good progress in learning about a range of religions. By the end of Year 3, some pupils name Sikhism, Judaism, Christianity and Buddhism as major world faiths. They know that all these religions profess that we should love and care for one another, and that there is a God who loves us all. They know that Christians follow the teachings of Jesus Christ, and that he died and rose again at Easter. Pupils relate the essential factors of some of the stories that Jesus told, for example about the shepherd who lost one of his sheep.

146. Pupils in Year 1 understand that listening to one another is a way of caring for others. They think carefully of other ways of showing good relationships, and come to a firm understanding of some of the differences between right and wrong. Pupils develop a sound understanding of the importance of symbols associated with different religions. For example, by the end of Year 2, most pupils have some understanding of the five 'K's' of Sikhism. They know about the symbolism of water in Christianity, and some pupils recall how Jesus was baptised in the River Jordan by John the Baptist. Pupils know about the importance of the Bible and recall stories from the Old Testament, including the symbolism of the rainbow after the Flood. A study of the Ancient Egyptians by Years 2 and 3 pupils is a good vehicle for learning about the life of Moses. These pupils retell in some detail how Moses led his people out of Egypt.

147. Pupils respond well in religious education lessons and in assemblies. Their attitudes to learning and their behaviour are very good. Younger pupils listen attentively to stories, and older pupils are keen to take part in role play, for example when they dress up to become Jesus' disciples. Religious education makes a major contribution to pupils' spiritual, moral and cultural development because they are asked to consider a wide range of religious concepts and facts.

148. On the evidence of the lessons and assemblies observed, the quality of teaching is good overall. Teachers do not expect pupils to write much about their work in religious education, although there is a range of examples of drawings that pupils have completed. Lessons often consist of listening to stories, followed by discussions, and assemblies play an essential part in developing pupils' knowledge and understanding. For example, in one whole-school

assembly pupils heard the story of the workers in the vineyard, and understood that we should think about doing things for others rather than simply for reward. In a Year 1 lesson on the same theme, pupils gave examples about how they should relate to others. One pupil said, 'God cares about us, so we should care about others.' Concepts such as this are understood by most pupils and are strongly exemplified by the support that the school gives for the building of a borehole in an African village. Work in lessons is often supported and extended in assemblies. For example, a recent assembly gave pupils further information and opportunities to think about the customs and ceremonies of Buddhism. The teacher related these aspects of Buddhism to aspects of other religions. In this way, pupils' spiritual and cultural development are promoted well, and their learning moves forward. Teachers' knowledge and understanding are secure, and they devise imaginative lessons. Nevertheless, too little attention is given in lessons for pupils to write about their thoughts and about what they are taught. Most pupils take a pride in their written work in other subjects, and revel in opportunities to record their individual thoughts on paper. These opportunities are lacking in religious education.

149. The subject co-ordinator is relatively new to her post and is already engaged on reviewing the existing policy and scheme of work. She is particularly enthusiastic to build on the good work undertaken by her predecessor and to rightly establish an even more proactive approach to the subject in the school. The school makes good use of local clergy, who regularly visit the school to lead assemblies or to take part in lessons. Artefacts from a range of religions are available in the school, and these are currently being extended to include items regarding Sikhism.